

## **First/ Generalist Year Macro Project Guidelines & Instructions**

**Both generalist year and advanced generalist year macro projects** should be designed with social work core competency three from The Council on Social Education’s 2022 Educational Policy and Accreditation Standards in mind. Competency three includes: “Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.” Projects should positively impact, increase awareness, and enhance advocacy for historically marginalized communities, and may include identity or lived experience (age, religion, national origin, language, race, ethnicity, ability, gender, sexual orientation, neurodiversity, socioeconomic status, etc.).

### **Generalist and Advanced Generalist Macro Project Learning Objectives:**

- Enhance critical thinking, research skills, and analysis of systems and resources, including service delivery and service gaps.
- Development of skills in project design and implementation.
- Enhance students’ ability to engage in advocacy work.
- Gain skills and experience collaborating with key stakeholders.
- Gain skills, knowledge, and experience enhancing service delivery, policy, and training.

### **Required Assignments and Timeline:**

- 1) An initial brainstorm will occur as part of developing the learning contract. This will be discussed as part of the fall site visit with the faculty advisor.
- 2) **A project proposal** (template to be provided) must be submitted to Brightspace for faculty advisor approval - to be **due Tuesday, 12/9/25**.
- 3) **A project completion summary** will be submitted to Brightspace - **due Tuesday, 4/28/26**. In the final project completion summary, students will reflect on how their project could impact practice, policy, or research endeavors in the future in the community, at the agency, or more broadly.

**Optional:** If students would like to showcase their projects, there will be an opportunity to do so at the Annual Practicum Supervisor Appreciation Breakfast that will take place in the Spring semester.

**Generalist Year Community Service Project: The student articulates and addresses the contextual and interactive role of community for clients, colleagues, and/or the placement agency.**

**Project Description:** Students will develop a larger-scale intervention based on an identified need faced by the population served. The project will support student’s ability to analyze and assess needs, collaborate with key stakeholders, and gain skills and experience with project design, management, and implementation.

**Questions to explore when developing the project idea:**

- What barriers exist for clients seeking services?
- Are there service gaps at the agency or community level?
- Are there particular populations not being served?
- Are the client’s voices and perspectives heard and included?

**Project Examples:**

- Intern developed a school-based program that provided clothing and/or bookbags to students in need that included necessities such as hygienic supplies and snacks.
- Intern developed an educational video on dispelling DCF myths. Intern took time to interview both DCF workers as well as Springfield College students and compiled responses into a video.
- Intern created an educational anti-bullying video, intentionally collaborating with students at higher risk of being bullied.
- Intern developed materials in their native language that helped provide psychoeducation to the population seeking services in the community.

Students may address any questions to their faculty advisor or Dr. Shabazz.

***“I have read the above information regarding the Community Service Project.”***

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_